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ABSTRACT

This report, one of a series of evaluation reports on the New York State Mentor Teacher-Internship Program, follows the experiences of intern teachers from the first year of the Program, 1986-87, and the second year, 1987-88. Follow-up questionnaires administered to the program interns focused on: (1) their overviews of the experience of being an intern; (2) continuance of the relationship with their mentor; (3) current benefits and problems; (4) the influence of participation in the program on the decision or opportunity to teach and commitment to a career in teaching; and (5) retrospectives on the influence of the internship. The key objective of the report was to examine the impact of the program on the new teacher beyond the first year of practice. The great majority of the teachers reported a positive impact from their participation in a mentor-intern project. The impact also appeared to continue into the second year of teaching and, in many cases, into the third year. Often the heart of the interns' experiences was the relationship with their mentors. Relatively few respondents reported negative feelings about their participation in the project. Participation in the program also appeared to strengthen the teachers' commitment to teaching. (JD)

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A Report

to the

State Education Department

on the

New York State Mentor Teacher-Internship Program

for

1986-1987 and 1987-1988

A FOLLOW-UP ON THE EXPERIENCES OF INTERN TEACHERS

prepared by

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June, 1990

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Preface

This report is one of a series of reports issued in conjunction with the Statewide Evaluation of the New York State Mentor Teacher-Internship Program. It is based on data collected over a period of years, from 1987 through 1989. It follows the experiences of intern teachers from the first year of the Program, 1986-1987, and the second year of the Program, 1987-1988. It is intended to focus attention on one of the aspects of the Program that has been judged critical to understanding and making decisions regarding the statewide Program or one of the local projects it sponsors. The full series of reports, particularly the two reports that document the Program for 1986-1987* and 1987-1988**, should be read as background to the present report.

* Mager, G. M., with Bower, A., Corwin, C., Davis, M., and DeBolt, G. (September, 1987). A report to the State Education Department on the New York State Mentor Teacher-Internship Program for 1986-1987. Syracuse: Syracuse University, Division for the Study of Teaching.

** Mager, G. M., with Corwin, C. (November, 1988). A report to the State Education Department on the New York State Mentor Teacher-Internship Program for 1987-1988: The mentor-intern relationship. Syracuse: Syracuse University, Division for the Study of Teaching.

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Intern Follow-up Questionnaire #1 (IFQ#1)

Intern Follow-up Questionnaire #2 (IFQ#2)

BTVoS Questionnaire (augmented for Intern Teachers)

BTVoS Questionnaire (augmented for Comparison Group Teachers)

Introduction

The New York State Mentor Teacher-Internship (MT-I) Program was designed to support new teachers as they make the transition from preparation for teaching to actual practice in their first year. Toward that end, a variety of measures are taken, chief of which is the establishment of a relationship between the new teachers--interns, and their experienced colleagues--mentors--who can provide for their very particular needs, which emerge as the school year proceeds. These mentor-intern relationships are the primary means by which the goals of the MT-I Program are pursued.

By design, the mentor-intern relationships are established and sustained during the first year of the new teachers' experience. As reported in the literature, the first year of teaching is often the most difficult. Presumably, new teachers who successfully complete their first year of teaching have largely made the transition from preparation to practice. Their second and subsequent years should be less challenging.

In each of the first two years of the Statewide Evaluation of the MT-I Program, the mentor-intern relationships formed and sustained for the cohorts of teachers who began their careers in project districts were documented. The value of such relationships for beginning teachers during their initial year of teaching was established. Not only in terms of their sense of having support, but in terms of their perceptions of their teaching skills and performances, their capacity to solve

problems they confronted, their relationships with colleagues, and their views of themselves as teachers did the intern teachers attest to the benefits accrued from having mentors and participating in the local mentor-intern projects. The impact during their first year of teaching was considerable.

What was less clear was the impact of their involvement beyond the first year of teaching. Did having a mentor in the first year seem to make the second year of teaching easier and more successful? Was the relationship formed in the first year continued into the second year? Did participating in the local project result in benefits that seemed to carry over into subsequent years of teaching? Did having a mentor or involvement in the project seem to have an effect on the level of commitment to teaching as a career felt and expressed by the new teachers? Addressing questions such as these became an important focus for the Statewide Evaluation: to provide the basis on which state policy makers and local project planners could make decisions which would benefit new teachers not only in their first year but in their second year and beyond.

Procedures Used in the Follow-up Studies

To pursue data through which questions such as these could be addressed, a series of instruments were prepared and mailed to teachers who had completed an internship year.[1]

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[1] All the beginning teachers who participated in the follow-up studies were, by definition, "former" interns (or "former" comparison group teachers) when they responded to these survey

Follow-up of the 1986-1987 Cohort

The follow-up studies began with the cohort of intern teachers who had participated in a mentor-intern project in the first year of the state funded MT-I Program, 1986-1987. This cohort was surveyed twice.

For the first survey, Intern Follow-up Questionnaire #1 (IFQ#1) was developed. It posed five open-ended questions to the respondents, asking them to reflect back on their experience as interns, to describe their current relationships with their mentors, to report what they believe to be the continuing influence of the experience on their work and careers, and to indicate their level of commitment to teaching as a career.

The IFQ#1 was mailed in late fall 1987, approximately six months after the internship year had ended. One-hundred-twenty-six (126) questionnaires were mailed: 1 was returned indicating the intern had left the district; 1 was returned indicating that the teacher had not participated in the project since no mentor could be identified; 46 usable responses were received, for a response rate of 46/125 = .37.

The same cohort of interns was surveyed again in winter 1989, approximately a year-and-a-half after the internship year had ended. The Intern Follow-up Questionnaire #2 (IFQ#2) posed

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instruments. To be technically correct, this appendage ought to be used each time these individuals or groups are referenced. For simplicity, however, the word "former" will not be added to the text each time a reference is made to the respondents. This should make the text more readable. Readers, however, should keep in mind that the reference made is always to former intern (or former comparison group) teachers.

six open-ended questions to the respondents, asking them to describe their current teaching positions and their current relationships with their mentors, to report what they believe to be the continuing influence of the experience on their work and careers, to explain their current view of having been involved as an intern, and to indicate their level of commitment to teaching as a career.

The IFQ#2 was mailed to 126 interns; 1 was returned indicating the intern had left the district; 46 usable responses were received, for a response rate of 46/125 = .37. It should be noted, however, that though the number of usable responses from the IFQ#1 and IFQ#2 are same, the respondent groups are not identical: 28 of the interns responded to both questionnaires, and thus 18 interns responded to either, but only one.

Samples of the IFQ#1 and the IFQ#2 are provided in the Appendix to this report.

Follow-up of the 1987-1988 Cohort

The follow-up studies continued with the cohort of intern teachers who had participated in a mentor-intern project in the second year of the state funded MT-I Program, 1987-1988. This cohort was surveyed once. Importantly, the group of beginning teachers who had served as the comparison group during that year were also surveyed as part of the follow-up procedure; these teachers were beginning teachers in the same school year, but were not participants in one of the state funded mentor-intern projects. The comparison group was formed by random selection of

names from a statewide list of beginning teachers.

For this follow-up, it was decided to build on the results of the Beginning Teacher Views of Self (BTVoS) Questionnaire that had been developed and used to collect data during the internship year, from both the intern and comparison group teachers. The results of the two administrations of the BTVoS Questionnaire during 1987-1988 have been reported and discussed in an earlier document.[2] Studying these results had been informative. This follow-up procedure provided an opportunity to extend the study of the experiences of these two groups of teachers beyond their first year of teaching.

For purposes of the follow-up study, the BTVoS Questionnaire was augmented with one question for the comparison group teachers, regarding their level of commitment to teaching as a career; and with a series of four questions for the intern group teachers, asking them to describe their current relationships with their mentors, to report what they believe to be the continuing influence of the experience on their work and careers, and to indicate their level of commitment to teaching as a career.

The augmented BTVoS Questionnaires were mailed in fall 1988, approximately six months after the internship year had ended. Three-hundred-forty (340) questionnaires were mailed to intern

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[2] Mager, G. M. with Corwin, C. (November, 1988). A report to the State Education Department on the New York State Mentor Teacher-Internship Program for 1987-1988: The mentor-intern relationship. Syracuse: Syracuse University, Division for the Study of Teaching.

teachers; 4 were returned by school district officials who indicated that the interns were no longer employed there; 143 usable responses were received, for a response rate of 143/336 = .43. Four-hundred-thirteen (413) questionnaires were mailed to comparison group teachers; 147 responses were received, for a response rate of 147/413 = .36.

Samples of the augmented BTVoS Questionnaires are provided in the Appendix to this report.

Results of the Follow-up Studies

The data collected through the various procedures described above will be summarized and presented following the same sequences of questions as used on the survey instruments. Responses from the two cohort groups of intern teachers, 1986-1987 and 1987-1988, will be reported separately.

The Responses of the 1986-1987 Cohort

The First Follow-up Survey

On IFQ#1, 46 intern teachers provided responses to five questions regarding their first year and current experiences.

Overview of the experience of being an intern. The intern teachers were asked to describe how they would respond to a query from another beginning teacher: "I am going to be an intern this year in the project. What is it like to be an intern?"

Nearly all 46 of the responses received were positive, some extremely so, endorsing one or more aspects of the experience. One intern responded in this way:

> I found the intern experience to have been an experience that helped me to grow a great deal professionally. I had the opportunity to attend a number of workshops and conferences that would not have been available to me otherwise. I learned to deal with difficult people and found that I had the inner strength. . .

Another intern was more succinct:

> A good chance to learn a lot and gain exposure to some worthwhile things. Overall, a positive experience.

And a third intern responded with this statement:

> Do it! It's a nice way to get support w/o feeling inadequate!

The great majority of the interns recalled their experiences with their mentors in responding. They pointed to ways in which their mentor-intern relationships assisted them through the first year of teaching. One intern provided this response:

> As an intern, you will have the opportunity to [have] a professional relationship with a co-worker. It will involve the sharing of information, experiences and concerns. Both you and your mentor will benefit.
>
> At the beginning of the program, it might feel awkward to work with your mentor. As you become more familiar with each other it will be easier to communicate your ideas. All in all the program will be helpful to you as a new teacher.

Another intern offered this guidance:

> If you develop a good rapport with your mentor it can be an extremely worthwhile experience. You must be open to suggestions and take every opportunity to observe and ask questions of your mentor.

Interns wrote about the advise they received from their mentors, the friendships they had developed with them, and the feeling of support they felt in having someone to whom they could turn when problems and frustrations developed.

> Being an intern means you have someone to lean on that first year. You don't have to know everything and learn it all by yourself. You have someone who not only cares about your concerns, but who will be a genuine help and influence as well. It takes the edge off the first year experience quite a bit.

Or as another intern put it:

> It's wonderful! Instead of being thrown to the wolves, you have someone there to help; for each and every question of problem there's assistance and guidance. You can develop a very special relationship with your co-workers (and mentor!). You are not alone for the beginning when everything seems so overwhelming.

A number of the interns reported that through their mentors and through their participation in the projects they felt more a part of their school districts and more professional:

> I would tell [him/her] it is a great opportunity for a first-year teacher to learn the ropes from a veteran teacher. Not only will he/she get a better hand on teaching but will learn to be a professional and a participating voice in his/her district.

And,

> You are in for a delightful first year of teaching. Confer often with your mentor and if possible other interns and their mentors. Enjoy brainstorming and sharing with these colleagues. It's one big step toward making teaching the kind of profession that it can and should be.

And finally, one intern reported that she/he wished the mentor-intern relationship had continued:

> I would say that it's wonderful to be an intern because you learn a lot of valuable techniques and methods. I wish I were still an intern with my former mentor!

The central role that the mentor played in making the experience worthwhile is further evident in the responses of interns who expressed some reservation about their role or the projects. Several interns reported that they had to adjust to

the idea of having a mentor:

> At times being an intern is very frustrating; a new teacher likes to feel she/he is ready to be free from supervision. Mostly, it is very comforting to know there is reliable help from someone who is experienced and cares about your success.

Once having made that adjustment, however, gaining ready access to the mentor's assistance seemed more problematic:

> I would say it is a rewarding situation. At first it's an adaptation, but after that it is such a wonderful learning experience. The only thing is it is tough when your mentor is only there a half of day, sometimes it breaks the continuity of it, all the day that is!

For some interns, a successful experience is directly linked to the mentor. Some indicated they felt they were "lucky" to have had the mentors they were assigned. They believed that other interns' were less fortunate. One intern, whose response is perhaps the most negative of the whole set of responses, seemed to associate the quality of the experience with the mentor's qualities:

> If I were going to be honest, I would tell the beginner that he/she should learn very quickly to keep his/her mouth shut, because there are always truths that no one wants to hear.
>
> Or, I could just smile and say, "Oh yes, being an intern is wonderful, the mentors are so helpful!!" Truth is, the mentors are just human beings--some of them just aren't <u>leaders</u>.

However, this intern went on to indicate that his/her relationship with the mentor continued into the next year:

> . . .and it's quite good I would say. This year we are exchanging much more material than during our mentor/intern year and that's interesting.

Another intern presented his/her response in a way that summarizes the beliefs of many of the respondents:

> I have been approached by interns, and usually my first response is, "Great!" I then take a step back and ask, "Well, who is your mentor?" It is my opinion that the program's success, to a great extent, rests on the quality of the mentor.

Several interns referred to other aspects of the projects that led them to have some reservations. Some cited the need for better organization of the project, for support among the administrators of the school and/or district for the project, and for greater clarity of purpose and roles. Some pointed out that being an intern meant spending time out of the classroom, having to attend meetings, and having more paperwork to complete. Even with these caveats, these interns generally endorsed the experience as worthwhile:

> It can be helpful, but only if someone has an idea of what is to take place. It's useful to know there is a specific person who is available to answer questions, but it is very confusing if no one knows what else the mentor and intern are to do together. . .

And,

> I would encourage them, <u>especially</u> if the administration truly supported the program. I <u>think</u> the program <u>can</u> be invaluable to a 1st time teacher. . .

And,

> That's great! It takes up time and it requires you to be out of your classroom more often than you'd like <u>but</u> the benefits definitely make up for the negative aspects of the program. The support is great your first year. . .

A few of the interns responded that the benefits are related to the investment in and commitment to participation made by the interns themselves. As one intern put it, "Well, of course to benefit from the program you must take it seriously. . ."

Another intern was more elaborate in responding:

> I probably would say - "What you put into the project helps decide what you'll get out of it. Of utmost importance is developing a positive trusting relationship with your mentor. This will help you immensely so you will feel comfortable working on topics most important to you. You can gain so much from participating in the program both through your mentor and the training sessions."

Another intern pointed to the importance of using the experience as an assist with more than the immediate challenges of teaching:

> You will find the experience as worthwhile as you make it. If you use the opportunity to grow and learn, it can be very worthwhile; if you use the opportunity to catch up on day-to-day business, it will not be very worthwhile for your development.

In the comments of several interns, there is reference to the larger picture in which the first year of teaching fits, and recognition that participating as a intern has a "pay off" beyond the immediate circumstance:

> . . .Being an intern is a very positive experience. The support from the mentor teacher and others involved in the program. There is a lot to learn as a first year teacher and discussing your own experiences with others that have already gone through these makes adjusting easier.

And,

> It was an extremely helpful experience. It helped me grow as a teacher, and the fruits of the labor [are] really paying off this year. I feel so much satisfaction in my teaching and not the pressures of last year.

<u>Continuance of the relationship with the mentor</u>. Interns were asked to indicate whether the relationships established in the first year had continued into their second year of teaching. Of the 46 respondents, only 6 indicated that the relationships

had come to a complete end; only 3 of those 6 indicated that the relationships had been poor.

Nineteen (19) respondents indicated that the relationships were continuing on a much more limited basis; teaching in different schools, having schedules that did not match, or having responsibilities that pulled them in different directions were among the inhibitors to fuller relationships. Even in these instances, however, the interns described the continuing relationships as "respectful," "cordial," "professional," and "friendly."

Twenty-one (21) of the interns indicated that the relationships had been sustained: they continued to draw on the mentors' advice and support; they engaged in sharing of materials and ideas about teaching; they considered themselves good friends. For some of the interns, simply still having the mentor available seemed to be a source of support.

> Yes. My mentor has now retired. However, we have been meeting after school (about once a month) on a social basis, but our roles as mentor/intern still creep into our relationship.

And,

> My mentor and I have maintained a relationship. Although we are in different schools I know I can call my mentor if I need to talk to someone special.

And,

> There is an open door policy to our relationship, we talk occasionally and I am always welcome to get in touch with her if the need arises. I'm really busy this year and I haven't had much need to contact her. I learned so much last year and I spend a good share of my time implementing what I learned.

For other interns, however, the relationships seem to have continued, extending the experience of the internship year in ways that the intern valued:

> Yes. My mentor and I have been more that co-workers. We are FRIENDS. At times, I feel as though she was a mother to me. She certainly did above and beyond what she had to do as a mentor.

And,

> We are colleagues and friends. Our relationship is one of mutual respect because we spent many hours exploring with each other. Our relationship is highly valued.

And,

> Yes, we still have a common time. Normally, we work or chit-chat as we do with other teachers but a couple of times we have shared classroom problems and felt each other out for advice. I of course have asked for his advice more often (about 3 times to one).

And finally,

> My [mentor] and I have become good friends and we don't think of each other as mentor/intern but rather as equals. Because we both came from different learning backgrounds, we shared our technical knowledge and learned from each other.

Current benefits and problems attributed to having been an intern. The interns were asked to report any benefits or problems they were encountering in their second year of teaching that they attributed to having participated in the mentor-intern projects. Seven (7) interns cited neither a benefit nor a problem. Thirty-nine (39) of the interns cited some benefit, and 12 of them also cited a problem.

Among the benefits most frequently cited by the interns were two: being a better teacher--having greater knowledge about teaching, better skills, more ideas and methods useful in

practice; and being more confident. These benefits were each reported by about one-third of the 39 interns citing benefits.

Having a network of support (often including the mentor teacher), having better classroom management and discipline techniques, and being more prepared and better organized were the next most frequently cited benefits.

Having a better understanding of the district, feeling more relaxed and less pressured at work, having the trust and respect of colleagues, sharing or having shared materials, and having a more positive or more mature attitude toward teaching were each benefits cited by a few interns.

Individual respondents pointed to such benefits as better lesson plans and planning, familiarity with the districtwide teaching staff, better time management, and better success in dealing with problems.

Among the problems cited, few seemed to reflect negatively on the projects or the mentor-intern relationships themselves. Among those that did was one in which the intern reported still feeling resentment that the relationship she/he had with the mentor was not positive; she/he was aware that other interns had very good relationships with their mentors and benefited, while she/he did not. Another intern who had had a good relationship with the mentor, now considered it problematic that the relationship had not become one of greater equality. Consider the contrast with those descriptions of current mentor-intern relationships cited in the preceding section:

> A hierarchy has been established between my mentor and myself in her eyes and in the eyes of the faculty. I am still seen as someone who is learning and whose ideas, experience and knowledge need not be taken seriously nor do they have any credibility.

Two interns tied their current problems to the reactions of other teachers:

> --Negative attitudes from building level.
> --Negative attitudes from older "professionals" who have never experienced a similar program.

And,

> Last year I had a problem with jealousy from other teachers in my school because I had this "free time" so they thought. Teachers do seem to be treating me better this year, are more [accepting] of me -- hopefully the resentment is behind us---

But the problems cited by other interns seem to derive from the fact that for them the internship experience had come to an end. One intern reported feeling "dumped" into all the responsibilities of teaching, and "missing my mentor!" Another intern reported that not having any released time in the second year led to a feeling of being overwhelmed. Several interns reported that they were teaching in a new grade level or in a new content area: they felt like they needed mentors again as they entered these new settings. One intern described the "difficult transition" to be made from intern teacher to regular teacher status.

Several interns reported that they felt they were still learning about teaching. Not having mentors and not being able to participate in the workshops lessened their opportunities to learn. One intern described her/his feeling this way:

> After having "graduated" from the program, there is a certain sense of feeling as if now I am an experienced teacher ready to take on everything and anything. I now realize how far from the truth that is. The problem is that I no longer have the support or guidance from a mentor to help me through. I feel there should be a weaning off period instead of a final cut to the program.

The influence of participation on the decision or opportunity to continue teaching. Interns were asked to indicate whether having participated in the project influenced their decision or opportunity to continue teaching into the second year. About half of the interns indicated that it did, at least to a degree, and half indicated that it did not.

Among those who reported that participating in the project had an influence were interns who said that because of their participation, they felt more confident, more successful. Several pointed to their mentors as persons they considered role models who, in the longer run, they aspired to be like. The support they had received during "low periods" buoyed them; some reported that their attitudes about teaching were more positive in the second year because of the support they received in their first.

> Yes. My first year of teaching was rewarding and exciting yet stressful at times. [My mentor] helped me realize that there was a light at the end of the tunnel. She helped me organize my time much more wisely. I would have stayed in teaching yet I feel as if my attitude is a much more positive one this year.

For at least one intern, it was more a question of survival in teaching:

> Yes. Until the program started last year, I was swimming in waters above my head. My mentor helped me

> stay afloat. I am pretty sure that I would not have survived as well without that support.

Other interns pointed to the advantage of having released time; one intern said she/he felt an identity with the field of teaching. A few interns indicated that having participated in the project simply made their decisions to continue teaching easier to make.

Among those who said that participation did not influence their decision or opportunity, many indicated that they were strongly committed to teaching; for some it was what they had always wanted to do. For these interns, continuing to teach was a decision they had made long before. The response of one intern, however, qualifies this decision:

> I would have taught a second year without this experience. I put in too much time and effort to quit after one year. However, if I felt the same pressures of the month without a mentor all year, I may have become more bitter about the profession and not plan[ned] to remain a teacher <u>many</u> years down the road as I do now.

<u>Commitment to a career in teaching</u>. The interns were asked to indicate their degree of commitment to a career in teaching, and to indicate what about teaching strengthened or limited that commitment. The interns responded on a 4-point scale to the first part of the question. Table 1 displays their responses.

Only 2 of the 46 interns reported limited or somewhat limited commitments to careers in teaching. Reviewing the fuller responses from these 2 interns, it seems that they both had reasonably positive experiences as participants in the projects, particularly in regard to work with their mentors. Both seemed

Table 1
Commitment to a Career in Teaching reported on IFQ#1

Degree of Commitment		Number of Interns	Strengthens	Limits
limited	1	1	-	-too much bureaucracy
	2	1	-	-unhappy with administrative support -teaching schedule -assigned grade level
	3	14	-work is worthwhile -confidence in self -liking the students -liking the staff	-discipline problems -lack of parental support -lack of appreciation -low pay -limited time -restrictions from administrators -bureaucracy -wanting own family
strong	4	30	-watching students learn -"rewards of teaching" -working with children -can make a contribution	-endless paperwork -no time -low pay -worries about effectiveness

Table 1, continued

	-liking staff
	-feeling committed to the field
	-feeling challenged
	-job security
	-shorter work year
	-having a support network
	-fulfilling a life's goal

to feel great pressures with little support in their second year.

The great majority of the respondents reported themselves to be strongly committed to careers in teaching, and pointed to a variety of aspects of the work of teaching which strengthened their commitments; these interns also cited a few aspects of the work of teaching which limited their commitments. Interns who reported feeling somewhat less strongly committed to teaching cited fewer aspects of the work of teaching which strengthened their commitments, but more aspects which limited their commitments. Both groups had several of these aspects in common. Within these two groups were the few interns who, it would seem from reviewing the balance of their responses, had less than positive experiences as participants in the mentor-intern projects during their first year.

The Second Follow-up Survey

On IFQ#2, 46 intern teachers provided responses to six

questions regarding their first and second years of teaching and their current experiences.

Changes in their teaching careers. Interns were asked to indicate whether they were still working as teachers, whether they were still teaching in the same districts as during their internship year, and to describe briefly what changes occurred in their careers since their internship year. Forty-two (42) of the interns were still teaching; 1 had enrolled in full-time study for a masters degree in a related field; 1 had returned to her/his technical field because of lack of job security; 1 had become a supervisor for the district; and 1 had left teaching due to "harassment" from other teachers.

Thirty-three (33) of the interns were still teaching in the same districts as during their internship year. Some interns had changed districts because they were excessed, to obtain full-time positions, or for greater job security.

About one third of the interns reported that not much had changed in their careers since the internship year. But others pointed to work on or completion of masters degrees, receiving tenure and/or permanent certification, changes in grade level or school building assignment. A few had gone from full-time to part-time and back to full-time status; one had become a teaching assistant until a teaching position had opened. Several reported having had the opportunity to engage in districtwide activities and committees, and curriculum development projects. Several reported feeling more confident as teachers and being better

teachers; one reported that she/he had been nominated and selected as an excellent teacher for the year.

Continuance of the relationship with the mentor. Interns were asked to indicate whether the relationships established in the first year had continued even beyond their second year of teaching. Of the 46 respondents, nine (9) indicated that the relationships had come to an end; this development was either by mutual choice, because of changes in assignment or school district, or because of retirement.

Twelve (12) of the interns indicated that the relationship "sort of" continued. Again differences in teaching assignments, buildings, or less interest and need were offered as reasons the relationships had cooled or had been deemphasized.

Twenty-five (25) of the interns indicated that the relationships established with their mentors had continued. A majority of these reported engaging in activities with their mentors, and having feelings about their mentors that would suggest that these relationships were rich and productive. Many reported a mutual respect, a sharing of ideas, and colleagueship. Many reported that the relationship was also one of friendship.

Current benefits and problems attributed to having been an intern. The interns were asked to report any benefits or problems they were encountering in their current year of teaching that they attributed to having participated in the mentor-intern projects. Thirty-one (31) interns indicated that in some way they continued to experience either benefits or problems.

Among the benefits most frequently cited by the interns were the knowledge, skills, and attitudes they learned in the internship year which continued to have application to their teaching. Interns also frequently referred to the relationships they had and continued to have with their mentors. Several cited greater self-confidence, and good interaction with colleagues.

Among the 4 interns who cited continuing problems was 1 who continued to carry memories of the jealousy other teachers displayed toward her/his released time; 1 who reported problems in becoming independent of the mentor; 1 who continued to feel a need to learn and a need for support in doing so; and 1 who reported severe problems during the internship year which ended in her/him leaving teaching and about which she/he continued to have difficulty in discussing that experience.

Retrospective on the influence of the internship on the experience of beginning teaching. Interns were asked to describe what, if any, influence their participation had on their entrance into teaching or their subsequent career experience. About one quarter of the interns reported that they were not sure how their experience would have been different or that it wouldn't have been different. But about three quarters pointed to some difference that they attributed to having participated in an internship.

About one quarter of the interns felt they "matured" more quickly into the role of teacher, and felt more confident about their work and themselves. Several felt that they knew more

about teaching--about materials, techniques, instruction--or having a broader perspective on the work of teaching because of their participation. Others pointed to such influences as having easier relationships with other adults, having a support system, and association with the mentor in these regards. A few pointed to such matters as having a full-time rather than part-time position (and salary), having the opportunity to participate in workshops, and having a more positive view of the profession. Several of the interns reported that though they would likely have survived their first years, they would have been overwhelmed and would not have fared as well; a few reported that they might not have survived, or might not have been rehired if they had not had the support of the projects. Finally, it is useful to consider the report of one intern that having the support of the project worked against her/his success; this person is no longer a teacher:

> I may have stood on firmer ground on my own. The program was a crutch. I may still be teaching now.

Views of the projects developed through observing the experiences of others, or describing the experience to others. The interns were asked to indicate whether they had the opportunity to interact with beginning teachers who were involved in the second and/or third years of the MT-I Program, and whether such interaction led them to feel differently about their experience. Almost half of the interns reported they had not such opportunity. But over half did, and often the interaction prompted them to review the influence of their own participation.

Their comments are instructive.

One intern reported that her/his experience in the project was positive, and having the opportunity to share that experience with others seemed to enhance that feeling:

> We had an alumni dinner where all the mentors and interns had the opportunity to get together to share their experiences of being a member of this program from 1986-87 to current. Being involved in this program provided a lot of support systems for me. I think it helped me open up to feel free to ask questions even when I sometimes thought they weren't important. My mentor always and still does reassure me that all questions are important. I never hesitate to confer with her even today.

A number of the interns were aware that their internship year was the first year of the MT-I Program statewide, and the first year for local projects. Their comments reflect the problems encountered by many in that beginning year. One intern whose experience was largely negative, and who left public school teaching to teach at the college level, responded this way:

> Those I've talked to still regard the experience as a complete fiasco.

She/He continued on with a long description of the problems of public schools and the difficulty of being a teacher in such a context. Participating as an intern apparently did not offer much amelioration of these problems in the experience of this intern.

Other interns were aware that the projects had changed or were changing since they had been participants:

> I feel it is more organized now with less outside work. Also, having competent substitute teachers is much less of a problem.

But another intern reports changes that seem not to be helpful:

> I feel I benefitted greatly from my experience and try to help another new teacher as much as I can whenever possible. I can see disadvantages to the way the program is being run this year in our district.

This intern continued on to cite problems associated with a mismatch between the intern and mentor in content and grade levels, and problems with the arrangements for the use of a substitute teacher in providing released time. Yet another intern reported disappointment that the local project had not built on earlier experience:

> I'm very disappointed with the way the district has not followed through in many of the areas I feel are important. Many new teachers don't get mentors til November, a lot is unclear about what is expected and after all the time, $, and energy is put into the program some interns are transferred to new schools and/or grade levels after only 1 year. What good does that do?! (I'm not talking about myself--my grade change was by choice.)

Finally, one intern reported a changed view of her/his own participation, and linked that view to the newness of the project:

> When I was involved in the program I felt that my mentor took away from time from planning (prep periods) and I could not tune into the children when she sought my attention. Now I realize that it was a valuable experience that needed fine tuning. My year participating was experimental in my district.

Clearly, these interns had become interested observers of the projects. Some of their comments reflect an astute understanding of the intents of the projects, and some seem to evidence sincere concern for the continued success of the projects. Many of their comments reflect the continued influence

of their participation--for most a very positive influence--on their experience of becoming and being teachers.

Commitment to a career in teaching. The final question on the IFQ#2 again focused on the interns' degree of commitment to a career in teaching. The interns were asked to indicate their degree of commitment and to indicate what about teaching strengthens or limits that commitment. The interns responded on a 4-point scale to the first part of the question. Table 2 displays their responses.

Table 2
Commitment to a Career in Teaching reported on IFQ#2

Degree of Commitment		Number of Interns	Strengthens	Limits
limited	1	3	-	-uncertainty in the job market -petty infighting and politics -not feeling successful as a teacher
	2	4	-	-unhappy with administrative support -lack of support from administrators in regard to discipline -teaching is extremely difficult and time consuming

Table 2, continued

				-limited opportunity for advancement -limited salary
	3	9	-work is worthwhile -confidence in self -liking the students -liking the staff -watching students learn -school hours and vacations -the variety of tasks of teaching -flexibility in activities of teaching	-discipline problems -lack of respect from students -lack of appreciation -low pay -overwhelming responsibility -petty politics -not being able to keep pace with the subject field -problems of the public schools -uncertainty in the job market
strong	4	29	-watching students learn -"rewards of teaching" -working with children -feeling successful -having an impact on the students' lives -making a contribution	-overwhelming emotional and time demands -extra "duties"

-liking staff

-opportunities for problem solving and decision making

-feeling challenged

-shorter work year

-having a support network

-"enjoying it"

-opportunity to be creative

-feeling a part of the community

-fulfilling a life's goal

-satisfactory salary

Of the respondents, 7 interns reported limited or somewhat limited commitments to teaching. Some of these interns did not expect to continue teaching beyond the school year in which they responded.

The great majority of the respondents reported themselves to be somewhat committed or strongly committed to careers in teaching. They pointed to a variety of aspects of the work of teaching which strengthened their commitments; these interns also cited a few aspects of the work of teaching that limited their commitments. Those who reported themselves more strongly committed cited fewer limits and many more aspects that strengthened their commitments.

Responses of the 1987-1988 Cohort

The follow-up studies continued with the cohort of intern teachers who had participated in a mentor-intern project in the second year of the state funded MT-I Program, 1987-1988, and the group of beginning teachers who had served as the comparison group during that year. For this follow-up, an augmented form of the Beginning Teacher Views of Self (BTVoS) Questionnaire was used. The results of the two administrations of the BTVoS Questionnaire during 1987-1988 have been reported and discussed in earlier documents. The follow-up procedure provided an opportunity to extend the study of the experiences of these two groups of teachers beyond their first year of teaching.

The analysis of the 143 responses of the intern teachers and the 147 responses of the comparison group teachers to the BTVoS Questionnaire will be presented first, followed by their responses to the open-ended questions which augmented that form.

Interns' views-of-self. Through the period of the first year of teaching, and with the support of participating in the mentor-intern project, the competence and self-image of the beginning teachers hopefully has "progressed" toward the point at which they view themselves as having a complex of strengths upon which to base their continuing practice and careers. The BTVoS Questionnaire attempts to measure such progress, as marked by the self-reports of the respondents. Respondents describe themselves using a series of 28 items drawn from the literature on beginning teachers; for each item, respondents place themselves on a

7-point continuum on which three points are specified:

1
2 = I am just beginning to look at this matter
3
4 = I have made substantial progress on this matter
5
6 = I have developed this matter into one of my strengths
7

Respondents were also asked, on the BTVoS Questionnaire, to indicate how many years of teaching experience they had at the time they completed the instrument.

The BTVoS Questionnaire was administered to the interns in mid-February and early June, 1988; concurrent with the second mailing, the questionnaire was sent to the comparison group teachers. The follow-up questionnaire was mailed to both groups in November of the same year. Table 3 displays the 28 items of the BTVoS Questionnaire and the mean responses for these administrations.[3]

On every item, the intern group progressed toward a point of greater perceived strength from the period of February to June; the November follow-up results show that they largely maintained the same views of themselves that they had reported in June. In contrast, for the period from June to November, the comparison group teachers progressed toward a point of greater perceived strength, as evident on over twenty of the items. However, in the November responses, on only one item did the comparison group

[3] For convenience, the data reported in Table 22 of the Report cited earlier has been repeated here, now juxtaposed with the results of the follow-up data collection.

Table 3
Mean Responses for Items on the BTVoS Questionnaire across Three Administrations

BTVoS Item	Intern Teacher Group Febr (243)	Intern Teacher Group June (187)	Intern Teacher Group Nov (143)[a]	Comparison Teacher Group June (209)	Comparison Teacher Group Nov (147)[a]
1. I know and use a variety of instructional methods appropriate to the content area(s) I teach.	4.6	5.1	5.2	4.4	4.6
2. I can sequence activities such that student learning is maximized.	4.5	5.1	5.1	4.3	4.5
3. I have identified individual differences among my students and adjust for those differences in my planning and teaching.	4.8	5.4	5.4	4.7	4.8
4. I can pace my lessons so that students are neither overwhelmed nor bored.	4.7	5.1	5.3	4.5	4.8
5. I can adjust a lesson in the midst of teaching it if I feel it is appropriate to do so.	5.4	5.8	5.8	5.5	5.6
6. I teach in such a way that students do participate or perform as I would like them to.	4.9	5.2	5.3	4.9	5.1
7. I am well organized for carrying out my work efficiently and effectively.	5.2	5.5	5.5	4.9	5.2
8. My daily planning consistently results in lessons which turn out the way I intended them to.	4.7	5.0	5.1	4.6	4.7
9. I know how to use the curriculum guides for my content area(s) which are available in my district.	4.3	5.0	5.1	4.0	4.1

Table 3, continued

10. I can make reasonably accurate judgment about the progress my students are making.	5.1	5.5	5.5	5.0	5.0
11. I use several different techniques to evaluate my own teaching.	4.1	4.7	4.5	3.6	4.0
12. I have established a good rapport with my students, as individuals and as a group.	5.9	6.2	6.1	5.9	6.1
13. I use management skills which make good use of time and other resources, minimize interruptions, and keep students engaged.	5.0	5.4	5.4	4.8	5.0
14. I have established class routines which students understand and follow.	5.4	5.7	5.8	5.3	5.6
15. I have established expectations for students' behavior that they understand and respond to.	5.3	5.6	5.8	5.1	5.4
16. I discipline students in ways that I feel are appropriate and effective.	5.3	5.6	5.6	5.0	5.3
17. I understand the general procedures (e.g., attendance taking; classroom materials and supplies acquisition; filling out district forms) used in the building(s) in which I teach.	5.6	6.0	6.0	5.3	5.7
18. I feel like I have found a place for myself with the faculty and staff in the building(s) in which I teach.	5.5	5.8	5.9	5.3	5.7
19. I know where to turn in the school(s) when I need to resolve problems.	5.5	5.8	5.8	5.5	5.6

Table 3, continued

20. I feel comfortable in approaching and working with other teachers, the school administrators, and other staff.	5.6	5.9	5.9	5.5	5.5
21. I feel I am part of the district as well as my school.	5.1	5.2	5.4	4.7	4.8
22. I feel comfortable in exchanging ideas with the people with whom I work.	5.7	5.8	5.8	5.4	5.5
23. I am a participant in the profession (through organizations and associations) which enhances my work and sense of self.	4.7	5.2	5.1	4.3	5.0
24. I manage well the demands of teaching along with the demands of my personal life.	5.0	5.3	5.1	4.7	4.7
25. I can see that teaching is work through which I can express myself.	5.6	5.7	5.7	5.4	5.4
26. I see that as a teacher, I will be able to make an important contribution to society.	5.8	5.9	5.8	5.6	5.6
27. Teaching has enhanced my sense of self.	5.7	5.8	5.7	5.4	5.4
28. Through my efforts, I can enhance the quality of the school and district in which I teach.	5.6	5.8	5.7	5.4	5.5
Reported Years of Teaching Experience	2.2	2.2	2.8	1.0	1.9

[a] The numbers in parentheses are the numbers of respondents.
Note. Responses for the 28 items were given on a 7-point scale.

report views of themselves which matched the intern group teachers. On all the other items the intern group reported views-of-self that reflect greater strength; on some items, the difference is substantial.

Because the interns and the comparison group teachers differed in the average number of years of teaching experience they reported, the data for the November administrations of the BTVoS Questionnaire were re-sorted by years of experience. Before the results of that analysis procedure are presented, it is useful to note the distributions of the intern and comparison groups by reported years of teaching experience. Table 4 displays that distribution. Presumably, all respondents would have had one year of experience. From the table it is evident that a large number of teachers in both groups reported having more years of teaching experience. This underscored the need to review the BTVoS data re-sorted by years of teaching experience.

Table 4
Intern and Comparison Groups' Reported Teaching Experience, November Follow-up

Years of Experience	Intern Teacher Group (n = 143)	Comparison Teacher Group (n = 147)
no response	9	1
0	1 (.01)	5 (.03)
1	38 (.28)	65 (.44)
2	32 (.24)	47 (.32)
3	15 (.11)	12 (.08)
4	10 (.07)	4 (.03)
5 or more	38 (.28)	13 (.09)

Note. The numbers in parentheses are percentages.

Table 5 displays the results of the re-sorting procedure. (Only those respondents reporting 1, 2, or 3 years of experience are included; numbers of respondents reporting other years of experience are too small to warrant review). As is evident in the table, the intern group with one year of prior teaching experience reports views-of-self consistently reflecting greater strength than the comparison group. Mean ratings on all items, except #23, are higher for the intern group, though on many items the differences may not be significant statistically. If the differences across the 28 items were additive, however, the contrast between the two groups would be distinct.

The differences between intern group and comparison group teachers reporting two years of prior experience are less clear. While the overall ratings would still favor the intern group, the differences would be arguable. Indeed, on over one-quarter of the items, the comparison group mean ratings are higher than the intern group means. Again, the differences may not be statistically significant.

The differences between intern group and comparison group teachers reporting three years of prior experience are negligible. While the mean ratings on several items differ sizably between the two groups, because of the relatively small numbers of respondents in those groups, not much should be made of them.

Table 5
Mean Responses for Items on the BTVoS Questionnaire by Reported Years of Experience, November Follow-up

BTVoS Item	Intern Group Years of Experience 1 (n=38)	2 (n=32)	3 (n=15)	Comparison Group Years of Experience 1 (n=65)	2 (n=47)	3 (n=12)
1. I know and use a variety of instructional methods appropriate to the content area(s) I teach.	4.8	5.1	5.4	4.6	4.6	4.6
2. I can sequence activities such that student learning is maximized.	4.7	5.2	5.3	4.3	4.8	4.7
3. I have identified individual differences among my students and adjust for those differences in my planning and teaching.	5.4	5.3	5.2	4.7	4.9	5.2
4. I can pace my lessons so that students are neither overwhelmed nor bored.	5.2	5.1	5.3	4.8	4.9	5.1
5. I can adjust a lesson in the midst of teaching it if I feel it is appropriate to do so.	5.5	5.7	6.1	5.4	5.8	5.9
6. I teach in such a way that students do participate or perform as I would like them to.	5.1	5.2	5.7	4.9	5.4	5.6
7. I am well organized for carrying out my work efficiently and effectively.	5.3	5.7	5.4	5.0	5.2	6.1

Table 5, continued

8. My daily planning consistently results in lessons which turn out the way I intended them to.	5.0	4.9	5.4	4.5	4.9	4.9
9. I know how to use the curriculum guides for my content area(s) which are available in my district.	4.8	5.1	5.1	4.3	4.1	4.3
10. I can make reasonably accurate judgment about the progress my students are making.	5.5	5.4	5.5	4.9	5.2	5.2
11. I use several different techniques to evaluate my own teaching.	4.3	4.2	4.0	3.9	4.2	4.4
12. I have established a good rapport with my students, as individuals and as a group.	6.2	6.0	6.4	5.9	6.3	6.3
13. I use management skills which make good use of time and other resources, minimize interruptions, and keep students engaged.	5.4	5.1	5.3	4.9	5.0	5.7
14. I have established class routines which students understand and follow.	5.8	5.7	5.9	5.3	5.6	5.9
15. I have established expectations for students' behavior that they understand and respond to.	5.9	5.7	5.9	5.3	5.5	5.7
16. I discipline students in ways that I feel are appropriate and effective.	5.7	5.7	5.4	5.0	5.5	5.9

Table 5, continued

17. I understand the general procedures (e.g., attendance-taking; classroom materials and supplies acquisition; filling out district forms) used in the building(s) in which I teach.	6.0	6.2	5.9	5.7	5.8	5.7
18. I feel like I have found a place for myself with the faculty and staff in the building(s) in which I teach.	5.6	6.0	6.1	5.4	6.0	5.7
19. I know where to turn in the school(s) when I need to resolve problems.	5.8	5.7	5.8	5.4	5.6	6.0
20. I feel comfortable in approaching and working with other teachers, the school administrators, and other staff.	5.6	6.0	6.3	5.3	5.7	6.1
21. I feel I am part of the district as well as my school.	5.2	5.5	5.3	4.7	4.8	5.7
22. I feel comfortable in exchanging ideas with the people with whom I work.	5.8	5.9	6.1	5.5	5.6	6.2
23. I am a participant in the profession (through organizations and associations) which enhances my work and sense of self.	4.9	5.0	4.8	5.0	4.9	6.1
24. I manage well the demands of teaching along with the demands of my personal life.	5.1	4.6	4.9	4.6	4.5	5.4

Table 5, continued

25. I can see that teaching is work through which I can express myself.	5.6	5.6	5.4	5.3	5.4	6.0
26. I see that as a teacher, I will be able to make an important contribution to society.	5.8	5.7	5.5	5.5	5.8	6.0
27. Teaching has enhanced my sense of self.	5.7	5.6	5.5	5.2	5.7	6.2
28. Through my efforts, I can enhance the quality of the school and district in which I teach.	5.7	5.4	5.6	5.4	5.5	5.8

Note. Responses for the 28 items were given on a 7-point scale.

Continuance of the relationship with the mentor. Interns were asked if the relationship established with their mentor during the first year had continued into the second year. Twenty (20) of the respondents indicated that there was no longer a relationship between them and their mentors.

More than two thirds (108) of the respondents indicated that they had maintained contact. Many were teaching in the same building and carried on a professional relationship. Several indicated that they had become friends with their mentor and maintained a personal as well as professional relationship. Responses such as "My mentor is very open and understanding" and "We are colleagues and friends" were prevalent in the responses. One former intern stated, "[my mentor] still helps so much and

expresses her concerns to me and her pleasure of my success."

Twenty (20) interns indicated that they no longer had a relationship with their mentors. Reasons for this included one or the other moving, changing positions and/or buildings, and retirements. Also, there were those interns who wished not to maintain the contact and gave such reasons as the time it took to maintain the relationship and personality problems with their mentors.

Several interns had negative feelings toward their mentors as indicated by these responses:

> I feel that my mentor was never totally interested or gave of her time fully. Now that I am in a different grade level she ignores me totally.

And,

> She (mentor) was the most uncooperative person I have ever met in my life.

And,

> If she remained (in my district), the relationship would be in need of attention and repair.

And,

> By the end of the year our relationship had dwindled to a very weak one.

And finally,

> My mentor used dictator-style tactics...It was bad.

Current benefits and problems attributed to having been an intern. The interns were asked to report any problems and benefits they were encountering in their second year of teaching that they would attribute to the mentor-intern project. Seventy-three (73) listed only benefits; 5 listed only problems; 21

listed problems and benefits.

More than half of the responses to this question were positive. Benefits identified from involvement in the project related to both personal and professional growth. The most common response was an increased "self confidence." The building of a support system and knowing where to go for help was the second most frequently listed benefit. And several people pointed out that the knowledge of their school, district, personnel and politics was a particularly important benefit of the program. Other benefits mentioned by more than one intern included gaining knowledge and skills, knowledge of resources, materials, and computers, and a better understanding of teaching.

Several of the responses indicated that the intern had learned "a great deal" through the program. Lasting relationships were built. One intern stated, "I will always have her (mentor) as a friend and someone to confide my needs and concerns to." And, finally, one individual stated, "Last year's involvement helped me realize what a wonderful profession teaching can be."

Those respondents who indicated that there were problems as a result of involvement in the program were few in number. Some of the problems cited could be viewed as round-about endorsements of the project. These include: that it was for "only one year," missing the "extra hands," "closeness," and the "sharing of ideas." The absence of these positive aspects of the projects constitutes the "problems" cited.

Other concerns expressed which have a negative slant included "too many observations...expecting me to become a speaker, (and) filling out yet another survey." And once again, the "dictator-style mentor" was mentioned as a problem. Another intern responded that although "...she (mentor) was a pleasant woman, (she) was actually more of a hindrance than a help as the year progressed.

The influence of participation on the decision or opportunity to continue teaching. Interns were asked to indicate whether having participated in the project influenced their decision or opportunity to continue teaching into the second year. The majority (64) of respondents indicated that being an intern had not influenced their decision to continue teaching.

Nearly half of the respondents indicated that the intern experience did not influence their decision to continue teaching. As described above, not all of the interns were first-year teachers during their internship. Some were experienced teachers who were new to the district, had changed assignments, or were returning to teaching after a leave of absence. In all probability, they would have continued in their chosen profession. Others indicated that they had wanted to be a teacher for some time, and the intern year only confirmed their desire to teach.

Those who had indicated that involvement in the program had been a factor reported several reasons for it. The program helped "provide a positive, successful experience during (the)

first year." It gave the interns confidence and an ability to start another year with "less doubt and uncertainties." Among the very positive comments were these:

> The intern experience offered opportunities which I think should be available to all teachers--support, workshops, programs. These keep the "teaching experience" alive and vital and help teachers to feel more like the professionals they are.

And,

> At times last year I wondered if I was really going into the right profession and was full of self doubt, but being involved in the program helped me realize everything works out.

And finally,

> It definitely encouraged me and put things in perspective when things were going crazy.

Several responses were not so positive. One indicated that the program "...does not have a real effect on teacher commitment or happiness...nor should it!" And one stated, "It could have benefitted my experience to a greater degree if the program had been properly designed and implemented for my needs." Another negative response to this question again brings up the problem of poor mentor-intern matches:

> Thank goodness I have confidence in myself and my work plus much support from administrators. If I had been a first (year) teacher, my mentor may have ruined my year!! I am thankful that I no longer have the dictator style of my mentor over me. I hope that most programs are not similar to what I encountered!

Commitment to a career in teaching. Both the interns and the comparison group teachers were asked to indicate their degree of commitment to a career in teaching, and to indicate what about teaching strengthened or limited that commitment.

Table 6
Commitment to a Career in Teaching
reported on the BTVoS Questionnaire,
November Follow-up

Degree of Commitment		Intern Group Teachers (n=143)	Comparison Group Teachers (n=147)
no response		14	1
limited	1	4	3
	2	3	15
	3	32	47
strong	4	90	81
mean		3.6	3.4

Table 6 displays the results of both groups' ratings of their commitments to teaching. Though both groups report moderate to strong commitments to teaching, the intern group mean rating reflects a somewhat stronger commitment than the comparison group.

The intern and comparison group teachers commented directly on the work of teaching as they had experienced it. Their responses included some very typical critiques of the work of teaching. Those factors that limited the teachers' commitment to the teaching profession included: low salary, paperwork, discipline, lack of respect by students, time spent working 'after-hours,' and lack of support from both parents and

administrators. One comment summarizes yet another limit expressed by several others: "[My commitment is limited by] the extra paperwork that has to be taken home at time interfering with family life."

Working with children, helping them learn, and seeing them progress top the list of factors that strengthened the teachers' commitment to teaching. To some, the profession is rewarding, challenging, and worthwhile. Others note the variety of experiences and the opportunity to be creative as particularly worthwhile. Other factors which strengthened their commitments are reflected in the following comments, selected from those provided by intern teachers:

> The first time you see a positive effect on one child you're hooked for life.

And,

> Good teaching is a challenge. Motivating students to learn is the excitement for me.

And,

> I love the variety and spontaneity of the job day to day and year to year. I love helping children not only academically but socially, to better prepare them for our society. And of course, I love the much needed vacation time.

And,

> Teaching strengthens my awareness and concerns about the student' physical, mental, and emotional and academic needs. It is an award every day to see some positive growth in a student. I love relating in a positive, uplifting way...and my students respond. That's rewarding!

And finally,

> The rewards are tremendous. Watching children grow, learn and mature to a level of intelligence is wonderful. When they remember what you've taught them for a long period of time, there's no greater feeling.

Though the intern group and comparison group teachers' reports of aspects of teaching which strengthened or limited their commitments overlapped, the overall combination of these aspects seemed to result in a stronger commitment among the intern group that the comparison group.

Summary and Conclusions

The impact on a beginning teacher of participating in a mentor-intern project during the first year of teaching has been well studied. Earlier reports on the New York State MT-I Program suggest that, in general, the effect on the new teacher is substantial and positive. What has not been as well understood is the impact on the new teacher beyond the first year of practice. The present report focuses on that matter.

Through a variety of questionnaires, two cohorts of intern teachers were followed into their second years of teaching; the first cohort was also surveyed in its third year of teaching; responses from the second cohort were compared with those of a cohort of comparison group teachers. The questionnaires asked the respondents a variety of questions about their experiences of teaching as a career, about themselves as teachers, about their relationships with their former mentors, about their reflections on the experience of participating in the projects, and about

their commitments to teaching. Though the response rates are not as strong as would be desirable, the responses provided offer a good deal of information relevant to the matter at hand.

The great majority of intern teachers report positive impact from their participation in a mentor-intern project. Those reports echo the positive impact reported in data collected during the internship year itself. Importantly, the impact seems to continue into the second year of teaching, and in many cases into the third year. The positive impact comes in different forms for each intern: for some it relates to their classroom teaching, for some it relates to their associations with colleagues, for some it relates to their sense of themselves as professionals.

Relatively few interns reported that they felt negatively about their participation in the projects, and among them, just a few suggested that their participation continued to have a negative impact on them. Often in these cases, the intern pointed to a specific aspect of the project or their participation in it that was the focus of their concerns.

Very often at the heart of the experiences reported by the interns--both those who viewed it positively and those who viewed it negatively--were their relationships with their mentors. For many the relationships continued informally into the second and third years. The great majority of these interns were pleased that they had been able to continue to work with their mentors in one form or another. Some interns reported that not having

continued and ready access to their mentors was a problem during their second year of teaching. In a very few instances, the continuance of the mentor-intern relationships was seen as problematic by the interns. The data point again to the importance of decisions in the selection of mentors, preparing them for the role, matching mentors and interns, and supporting the relationships they attempt to develop.

The intern and comparison group teachers' views of themselves provide an interesting contrast. It would seem from the data that participating in a mentor-internship project is related to developing more quickly views of oneself as having a complex of strengths related to teaching. The intern group developed such views by the finish of their internship year, while the comparison group teachers had not developed comparable views of themselves even partly into their second year. To the degree that the reported views-of-self reflect their actual complexes of strengths, they suggest substantial differences between the two cohorts.

Also of note is the suggestion in the data that such quick development among interns leveled off quickly when the internship year ended. The comparison group teachers' views continued to develop, though within the time span of the data collection, they did not, as a group, reach the levels reported by the intern group. These patterns in the data may point again to the benefit of participating in a project; for the great majority of interns, this means "having a mentor."

Finally, it is useful to recognize what may be a relationship between participation in a project and the commitment to teaching. While the commitments of the intern teachers may be strengthened by the same aspects of the work of teaching that strengthen teachers' commitments generally, and similarly their commitments may be weakened by aspects of teaching that weaken other teachers' commitments to the work, the fact that intern teachers' commitments were even a degree stronger than the commitments of new teachers who did not participate in a project is an important result. If a stronger commitment to teaching is one basis of a sustained career in teaching, and participation in a project is related to developing a stronger commitment, then participation as an intern may be an important means of sustaining the careers of increased numbers of beginning teachers.

These follow-up studies of two cohorts of intern teachers provide an important addition to the data base already developed in conjunction with the New York State MT-I Program. They provide strong evidence that the benefits of the program to new teachers are substantial and sustained, even beyond the internship year. While other questions on the impact of the program are yet to be addressed, the present evidence suggests that the MT-I Program, as enacted through the many mentor-intern projects across the state, has been quite successful in achieving the goal of easing the transition from preparation to practice for many new teachers.

Appendix: Sample Questionnaires

Code_____

1986-1987 Intern Follow-up Questionnaire

During the 1986-1987 school year beginning teachers who participated in the NYS Mentor Teacher-Internship Program sent us descriptions of their experiences and their perceptions of the program. Some "interns" reported changes in their perceptions over the course of the year.

Now that you, as a former intern, have had some time to reflect on the experience, you may have additional insights. We are interested in knowing how you perceive the intern experience now and would appreciate your response to the questions that follow.

1. Suppose a beginning teacher approached you and said, "I am going to be an intern this year in the project. What is it like to be an intern?" How would you respond?

2. Have you and your mentor maintained a relationship? If so, what is the relationship like?

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3. Are you experiencing any benefits or problems that you attribute to last year's involvement in the program? If so, please describe them below.

Benefits	Problems

4. Do you believe the intern experience had any influence on your decision or opportunity to continue teaching this year? Please explain.

5. a. At this time, how strongly are you committed to a career in teaching? Circle one number.

1	2	3	4
limited commitment			strong commitment

b. What is it about teaching that limits or strengthens your commitment?

SYRACUSE UNIVERSITY

SCHOOL OF EDUCATION | Division for the Study of Teaching

150 HUNTINGTON HALL | 150 MARSHALL STREET | SYRACUSE, NEW YORK 13244-2340

315/443-2684

February 7, 1989

Dear Colleague,

During the 1986-1987 school year, you participated in the NYS Mentor Teacher-Internship Program as an "intern" teacher. Since then, much time has passed, and your career in teaching may have taken new directions. In retrospect, you view of your participation in the MT-I Program may be different from that which you shared with us through earlier questionnaires and surveys. Our effort to understand how the experience of being an intern has influenced the teaching careers of beginning teachers continues, and I am writing to you once again seeking your insight and comment.

Enclosed is a brief follow-up questionnaire which I hope you will find the time to think about and respond to. As always, your responses are completely confidential. I cannot emphasize enough how helpful if has been to receive and study the responses of project participants over the course of these several years of the MT-I Program; truly, what the participants have said has made a difference in the way the policy and program has been conceptualized and set. I hope you will aid us once again in our efforts.

Enclosed is a return envelope for your convenience. Though this mailing may reach you later than I intend (because of the need to forward it through the mail), I hope to hear from you by February 28th. Of course, if you have any questions or concerns in regard to this request, feel free to contact me here in Syracuse.

Thank you, in advance, for your continuing support.

Sincerely yours,

Gerald M. Mager

Dr. Gerald M. Mager
Statewide Evaluator,
NYS Mentor Teacher-Internship
Program

Code_____

Second Follow-up Questionnaire
of the 1986-1987 Interns

1. Are you still teaching? ___ yes ___ no
Are you still teaching in the same district as you were in '86-'87? ___ yes ___ no
Please describe briefly these or other changes that have occurred in your career since your internship year.

2. Have you and your mentor maintained a relationship?
___ yes ___ no ___ sort of
In either case, what is your understanding of how that has come to be so?

3. Have you experienced any continuing benefits or problems that you attribute to having been involved in the project?
___ yes ___ no
If yes, please describe them briefly here.

benefits	problems

4. As you see things now, how would your entry into teaching during the internship year, or your career as it has unfolded since then, have been different if you had not been a participant in the project?

5. Have you had the opportunity to see or speak with other beginning teachers who were involved in the project in '87-'88 or are involved in '88-'89? ___ yes ___ no
If yes, does having had that opportunity lead you to think and/or feel differently about your involvement a year-and-a-half ago? ___ yes ___ no ___ sort of
Please explain.

6. How strongly are you committed to a career in teaching?

1	2	3	4
limited commitment			strong commitment

What is it about teaching that limits or strengthens your commitment?

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315/443-2684

November 15, 1988

Dear Colleague,

Last year you were a participant in the New York State Mentor Teacher-Internship Program, presumably as a new teacher. This year, it is our hope, you have been successful in beginning your second year of teaching, now no longer as an "intern teacher" but as one who has benefitted from that induction experience.

I am writing to you one final time in an effort to follow-up your experience from last year. You've had some time to think about your first year, and you now have some experience in a second year of teaching which may have led you to think and feel somewhat differently about having participated in the project. Just as last year, your perspective is of great value. I hope that you will be able to provide us one further set of responses so that we may benefit from your views.

Enclosed is a third copy of the "Beginning Teacher Views of Self" questionnaire, and several follow-up questions. It should take you about fifteen minutes to respond. As always, your responses are completely confidential; so we hope you'll be candid and thoughtful in responding. A self-addressed envelope is enclosed for your use. It would be very helpful for my work to proceed if I could have your response by November 30th.

Let me thank you now for your help. Should you have any questions or concerns in regard to this matter, please feel free to contact me here in Syracuse.

Sincerely yours,

Dr. Gerald M. Mager
NYS Mentor Teacher-Internship
Program Evaluator

enclosure

BEGINNING TEACHER VIEWS OF SELF
QUESTIONNAIRE

Code_____

A. The following statements focus on areas in which beginning teachers may cite changes in their views of themselves. On the continuum next to each item, circle the number which best represents how you currently see yourself in that area.

	I am just beginning to look at this matter			I have made substantial progress on this matter		I have developed this matter into one of my strengths	
	1	2	3	4	5	6	7
1. I know and use a variety of instructional methods appropriate to the content area(s) I teach.	1	2	3	4	5	6	7
2. I can sequence activities such that student learning is maximized.	1	2	3	4	5	6	7
3. I have identified individual differences among my students and adjust for those differences in my planning and teaching.	1	2	3	4	5	6	7
4. I can pace my lessons so that students are neither overwhelmed nor bored.	1	2	3	4	5	6	7
5. I can adjust a lesson in the midst of teaching it if I feel it is appropriate to do so.	1	2	3	4	5	6	7
6. I teach in such a way that students do participate or perform as I would like them to.	1	2	3	4	5	6	7
7. I am well organized for carrying out my work efficiently and effectively.	1	2	3	4	5	6	7
8. My daily planning consistently results in lessons which turn out the way I intended them to.	1	2	3	4	5	6	7
9. I know how to use the curriculum guides for my content area(s) which are available in my district.	1	2	3	4	5	6	7
10. I can make reasonably accurate judgment about the progress my students are making.	1	2	3	4	5	6	7

		I am just beginning to look at this matter		I have made substantial progress on this matter		I have developed this matter into one of my strengths	
		1	2	3	4	5	6	7
11.	I use several different techniques to evaluate my own teaching.	1	2	3	4	5	6	7
12.	I have established a good rapport with my students, as individuals and as a group.	1	2	3	4	5	6	7
13.	I use management skills which make good use of time and other resources, minimize interruptions, and keep students engaged.	1	2	3	4	5	6	7
14.	I have established class routines which students understand and follow.	1	2	3	4	5	6	7
15.	I have established expectations for students' behavior that they understand and respond to.	1	2	3	4	5	6	7
16.	I discipline students in ways that I feel are appropriate and effective.	1	2	3	4	5	6	7
17.	I understand the general procedures (e.g., attendance taking; classroom materials; supplies acquisition; filling out district forms) used in the building(s) in which I teach.	1	2	3	4	5	6	7
18.	I feel like I have found a place for myself with the faculty and staff in the building(s) in which I teach.	1	2	3	4	5	6	7
19.	I know where to turn in the school(s) when I need to resolve problems.	1	2	3	4	5	6	7
20.	I feel comfortable in approaching and working with other teachers, the school administrators, and other staff.	1	2	3	4	5	6	7
21.	I feel I am part of the district as well as my school.	1	2	3	4	5	6	7
22.	I feel comfortable in exchanging ideas with the people with whom I work.	1	2	3	4	5	6	7
23.	I am a participant in the profession (through organizations and associations) which enhances my work and sense of self.	1	2	3	4	5	6	7

		I am just beginning to look at this matter		I have made substantial progress on this matter		I have developed this matter into one of my strengths	
	1	2	3	4	5	6	7
24. I manage well the demands of teaching along with the demands of my personal life.	1	2	3	4	5	6	7
25. I see that teaching is work through which I can express myself.	1	2	3	4	5	6	7
26. I see that as a teacher, I will be able to make an important contribution to society.	1	2	3	4	5	6	7
27. Teaching has enhanced my sense of self.	1	2	3	4	5	6	7
28. Through my efforts, I can enhance the quality of the school and district in which I teach.	1	2	3	4	5	6	7

B. Technically, you are in your first year of teaching under your present certification, but you may also have had teaching experience prior to this year. For example, you may have been a substitute, or you may have taught under a different certification or even without certification.

Circle the number which indicates how many years of teaching experience you have had prior to this year. (Do <u>not</u> include student teaching or other such preservice experience.) Round the number off to the nearest year.

0 1 2 3 4 5+

Count '87-'88 as one year.

C. Gender: _____ female _____ male

D. Under which kind of certificate/license are you currently teaching? Check one:

_____ temporary/emergency
_____ provisional leading to permanent
_____ permanent

Code_____

1987-1988 NYS MT-I Program
Follow-Up Questionnaire

1. Have you and your mentor maintained a relationship? _____
   In either case, what is your understanding of how that has come to be so?

2. Are you experiencing any benefits or problems that you attribute to last year's involvement in the project? If so, please describe them here.

   benefits problems

3. Do you believe the intern experience had any influence on your decision or opportunity to continue teaching this year? Please describe.

4. How strongly are you committed to a career in teaching?

   1 2 3 4

   limited commitment strong commitment

   What is it about teaching that limits or strengthens your commitment?

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150 HUNTINGTON HALL | 150 MARSHALL STREET | SYRACUSE, NEW YORK 13244-2340

315/443-2684

November 15, 1988

Dear Fellow Teacher,

In June of 1988, you received through the mail a questionnaire entitled, "Beginning Teacher Views of Self." Your response to that questionnaire was helpful in studying a state-wide project called the New York State Mentor Teacher-Internship Program--an effort to assist first year teachers as they enter the work of teaching. As the evaluator for the MT-I Program, I very much appreciated your time and thoughtfulness in responding, and am asking for your help one final time.

We are currently following-up the 1987-1988 MT-I Program's participants, and would again like to have your response to the enclosed questionnaire to build a basis on which to compare their experiences. Recall that the State Education Department had given me a list of "beginning teachers" from across the state, from which your name was selected randomly. Your responses to the earlier questionnaire and to this one are completely confidential; in both cases, the responses are grouped with over one hundred others to create a general picture of the beginning teacher's experience.

I hope that you will take the ten to fifteen minutes needed to respond to the questionnaire. Please do so candidly and thoughtfully. In order for my analysis to proceed on schedule, I would appreciate receiving your response by November 30th. A self-addressed, stamped envelope has been enclosed for your use.

Let me thank you now for your help. Though you may never directly see the results of your assistance, let me assure you that it will play an important part in developing an understanding of what it is like to begin a teaching career and how new teachers can best be assisted. Should you have any questions or concerns in this regard, please feel free to contact me in Syracuse.

Sincerely yours,

Gerald M. Mager

Dr. Gerald M. Mager
NYS Mentor Teacher-Internship
Program Evaluator

enclosure

BEGINNING TEACHER VIEWS OF SELF
QUESTIONNAIRE

Code_____

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		I am just beginning to look at this matter		I have made substantial progress on this matter		I have developed this matter into one of my strengths	
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Count '87-'88 as one year.

C. Gender: _____ female _____ male

D. Under which kind of certificate/license are you currently teaching? Check one:

_____ temporary/emergency
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E. How strongly are you committed to a career in teaching?

1	2	3	4
limited commitment			strong commitment

What is it about teaching that limits or strengthens your commitment?